DOCUMENT RESUME

ED 397 035 SP 036 753

AUTHOR Barry, Nancy H.
TITLE The Effects of Special Training and Field Experiences upon Preservice Teachers' Level of Comfort with Multicultural Music Teaching Situations.
PUB DATE Apr 96
NOTE 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Black Students; Cultural Differences; Disadvantaged Youth; Early Childhood Education; Economically Disadvantaged; Elementary Education; *Field Experience Programs; Higher Education; *Low Income Groups; *Minority Group Children; *Multicultural Education; Music Education; Preservice Teacher Education; Racial Attitudes; Student Attitudes; Student Development; Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS African Americans; Diversity (Student); *Preservice Teachers

ABSTRACT

This paper reports on a study examining preservice teachers' level of comfort in working with students and colleagues of a different race, and exploring the effects of special training and field experience on their level of comfort with multicultural situations. The study involved 55 predominantly white preservice teachers enrolled in 2 different sections of an undergraduate music and related arts methods course at a large southeastern university. Subjects in both sections received special training in multicultural music education. All subjects also participated in a 6-week laboratory teaching experience, Section A in a small rural elementary school with predominately minority (African American) students from low income families, and Section B in a similar school with predominately white students from middle income families. Analysis of the data revealed that while participants felt that special training increased their comfort with some situations, they had substantial difficulty applying what they had learned during their field experiences. Students placed in the predominantly African American school worried about offending students in their classes, expressed frustration over difficulties in understanding the children's dialect, and acknowledged that it was their first experience in being in the minority. Appendices include questionnaire data presented in tables. (Contains 15 references.) (ND)

THE EFFECTS OF SPECIAL TRAINING AND FIELD EXPERIENCES UPON PRESERVICE TEACHERS' LEVEL OF COMFORT WITH MULTICULTURAL MUSIC TEACHING SITUATIONS

Nancy H. Barry barrynh@mail.auburn.edu

Department of Curriculum and Teaching

Auburn University, AL 36949-5212

334-844-6877

A paper presented at the Annual Meeting of the American Educational Research Association, April 8-12, 1996, New York City

THE EFFECTS OF SPECIAL TRAINING AND FIELD EXPERIENCES UPON PRESERVICE TEACHERS' LEVEL OF COMFORT WITH MULTICULTURAL MUSIC TEACHING SITUATIONS

Background

Research indicates that preservice teachers generally express positive attitudes about their ability to be effective teachers in culturally diverse situations. They are uncertain, however, about specific approaches to curriculum and instruction (Barry & Lechner, 1994; Larke, 1990; Many & Reeves-Kazelskis, 1992; Moore & Reeves-Kazelskis; Moultry, 1988; Saravia-Shore & Arvizu, 1992; Wayson, 1988). While preservice teachers seem to have a sincere interest in educating all children and in representing diverse cultures to children, there is a great deal of uncertainty about fair representation of different cultures and about how to teach children of different backgrounds effectively (Lechner & Barry, 1994). It is apparent that preservice teachers have much to learn to be prepared to teach in today's multicultural climate, but the research concerning teacher training indicates that the skills and attitudes needed for multicultural education can be difficult to acquire (Garcia & Pugh, 1992; Wayson, 1988).

Coursework and experiences found in teacher education programs may not adequately prepare preservice teachers to work with children of diverse backgrounds. Studies by Ginsburg (1988) and Avery and Walker (1993) suggest that traditional teacher education coursework focuses upon the needs of individual children, but not upon structural and contextual factors. This limited perspective may lead preservice teachers to attribute a

student's academic success or failure wholly to individual characteristics without taking other aspects such as learning environment, teaching style, and materials into account.

While short-term attempts at enlightening and training teachers such as seminars and workshops may have little practical effect (McDiarmid, 1992), more comprehensive, long-term efforts have produced promising results. Ross and Smith's (1992) case studies indicated that their students developed a more complex orientation toward diversity after a year-long teacher training program including course work and field experiences.

Purpose of the Study

The purpose of the study was to examine preservice teachers' level of comfort in working with students and colleagues of a different race and in dealing with various multicultural topics in an elementary general music setting. A second purpose was to explore the effects of special training and field experiences upon preservice teachers' level of comfort with multicultural situations.

Methods

Fifty-five preservice teachers enrolled in two different sections of an undergraduate music and related arts methods course at a large southeastern university in the United States participated in the study. Some subjects did not complete all phases of the study, resulting in a total of 45 cases (N=45). Subjects were primarily white (95.6%) females (91.1%). Subjects' majors included Early Childhood Education (62.2%), Elementary Education (28.9%) and Music Education (2.2%).

This study utilized a combination of quantitative and qualitative methods. Data were collected through three sources: journals kept by each subject, instructor's observations

throughout the course (including class meetings and field experiences), and a questionnaire (administered at the beginning of the term and an abbreviated form administered again after the special training and field experiences). Based upon similar questionnaires from the literature and previous work by the author, a questionnaire was developed and subjected to review by experienced teachers and teacher educators. The final version of the questionnaire had two parts. The first part consisted of a series of free-response questions to obtain information about the subjects' background and about the subjects' perceptions of the challenges of working effectively with children of different cultures. (Note: Basic demographic and background questions were omitted from the questionnaire for the second administration.) The second part presented 25 statements about multicultural situations in education with a Likert-type response scale ranging from 5 (very comfortable) to 1 (very uncomfortable).

Subjects in both sections received special training in multicultural music education including assigned readings in multicultural education, learning songs and dances from diverse cultures, listening to recordings of music from a variety of cultures, class discussions about appropriate teaching techniques for students of diverse backgrounds, and open discussion about various aspects of multicultural teaching (including several rather intense discussions about situations that made them feel uncomfortable). Their special training also included presentations by two teachers during two separate class meetings scheduled two weeks apart, an early childhood educator (an African-American female) and an elementary general music teacher (an African-American male) who shared insights about working with children of different backgrounds and about representing different cultures through music and related arts.

All subjects also participated in a 6-week laboratory teaching experience in which they were assigned to an intact class of students (grades ranging from K-6) and were responsible for planning and teaching a series of music lessons (one 30- to 45-minute lesson each week). Subjects in one section of the course (Section A) were assigned to a small rural elementary school with a large percentage of minority students (98% black, 2% white) and students from low-income families (98% qualifying for free or reduced lunch on the basis of family income) while subjects in the other section (Section B) were assigned to a small rural elementary school with a predominantly white student enrollment (88% white, 12% black) representing primarily middle-income families.

Results

Descriptive data (tabulated using SPSS procedure for frequencies) indicated that even though most subjects had attended "majority white" schools (66.7%), a majority reported having "had a close friendship with a person whose race differs from yours" (66.7%). Most subjects (88.9%) reported having had some teaching experiences with children whose race differed from their own. These teaching experiences were usually in conjunction with a university methods course.

Subjects' responses to the 25 Likert-type questionnaire items indicated relatively high levels of comfort with various teaching situations. (See Table 1). Subjects expressed the highest level of comfort with a statement about "Treating all children in my class fairly" and the lowest level of comfort with a statement about "Being accused of racial prejudice". Paired T-Tests were calculated to compare all subjects' responses to the 25 Likert-type items before field experiences and training with responses to the same items at the end of the term.

Significant differences ($p < .05$) were found with subjects' comfort increasing for items dealing with "Teaching about customs from cultures other than my own," "Teaching about religious beliefs other than my own," Teaching an African-American spiritual," "Teaching an authentic American Indian song," "Teaching a unit on Black History to a group of African-American students," and "Asking a teacher of a different race for advice about how to deal with children of her race." (See Table 2.)

Paired T-Tests were also used to identify significant changes in level of comfort within groups. Section A ($n = 25$, the group working in the predominantly black, low-income school) had significant increases for only three items: "Teaching about customs from cultures other than my own," "Teaching an African-American spiritual," and "Asking a teacher of a different race for advice about how to deal with children of her race." (See Table 3.) Section B ($n = 20$, the group working in the predominantly white, middle-income school) had significant increases for seven items: "Discussing controversial issues about race relations with people of my own race," "Teaching a unit on Black History," "Teaching an African-American spiritual," "Teaching an authentic American Indian song," "Asking a teacher of a different race for advice about how to deal with children of her race," "Working in a school where I am a minority," and "Working for a principal whose race differs from mine." (See Table 4.)

Written responses to "free-response" items indicated that being able to treat all students equally (33.3%), "understanding" others' beliefs and customs (17.8%), communicating (13.3%), and accommodating individual differences (13.3%) were perceived as the greatest challenges to working effectively with children of different races. Subjects tended to identify

academic pursuits such as "research," "reading books," "going to the library" (46.7%) and listening to recordings (35.3%) as the best way to become "better acquainted" with music of other cultures.

At the beginning of the course, students generally expressed a great deal of confidence in their abilities to interact successfully with children and faculty of a different race. This is reflected in relatively high levels of agreement with most questionnaire items and in written reactions to "free-response" items on the first questionnaire. Some students were apparently so confident that they did not feel that they needed help. For example, in response to the item about the type of experiences that would "help you be better prepared to teach children of different races" several students responded with statements such as: "Nothing should be different in the way I plan to teach children--no matter what race. Everyone will be treated the same. Therefore, I can't think of any experience that will help me [student 1]," "I really don't have a problem working with people of different races now. I love people and I can genuinely get along with any one no matter what their race is [student 2]," and "I don't have a problem working with different races. I treat them the same as my race [student 3]."

The naive confidence reflected in the above statements is typical of inexperienced teachers and is consistent with what Weinstein (1988) describes as "unrealistic optimism," an optimism which tends to break down when students are confronted with the realities of the classroom. While the second questionnaire, administered after discussion sessions and field experiences, also reveals relatively high levels of confidence, it is interesting to note that no one indicated that he she did not have a problem or did not need additional training. On the second questionnaire, students tended to be much more specific about the types of training and

experiences that they desired. For example, on Questionnaire 2, the same three students quoted above wrote: "I just need more exposure to children of different races so that I feel comfortable with teaching them.[student 1]". "To be better prepared to teach children of different races you must allow yourself the opportunity to work with these type [sic] of children. Experience is the best way of preparing yourself.[student 2]", and "I think experiences that would help would be to get hands on experience working with different races. . . I could have read and study [sic] about their customs more so that I would be sure not to violate them.[student 3]" (Note: All three of these students were assigned to Section A.)

Analysis of journal entries and observation notes revealed that while these preservice teachers were very eager to teach "all children equally," many of them were very uncertain about what is appropriate. This was especially evident in the writings of subjects enrolled in Section A of the course. These subjects, confronted with a teaching situation in which their race and or socio-economic level was different from the majority of their students, experienced much anxiety and frustration. Their concerns stemmed from such things as fear of offending their students, belief that their students may have held prejudices against them, and difficulty in effective communication with students because of differences in dialect and English usage.

Discussion and Implications

The items for which subjects' level of comfort increased were directly related to the training they had received in the university classroom (e.g., learning about African-American spirituals, having opportunities to talk with the guest speakers, etc.). However, while both journal entries and questionnaire responses indicated that the special training received in the university classroom increased the preservice teachers' perceived comfort with some situations

in multicultural education, field notes indicate that, for the most part, they were not able to apply what they had learned during the field experiences. It is likely that the limited nature of the field experiences did not afford students adequate time to apply what they were just beginning to internalize.

It is also important to consider the contrast between the high levels of comfort expressed in subjects' responses to the two questionnaires and their statements and journal writings which reveal much uncertainly and anxiety about multicultural issues in education. When other data are considered, it is difficult not to conclude that the levels of comfort indicated on the questionnaires were inflated. The need to keep track of each individual's reactions throughout the study prohibited anonymity for the subjects. Perhaps these preservice teachers felt compelled to represent themselves on the questionnaires as confident and capable teachers in *any* situation. Another likely factor in this inflation is the "unrealistic optimism" (Weinstein, 1988) often observed in preservice teachers. Even though most preservice teachers reported having some teaching experience with minority students, for the most part, these experiences had been limited in scope and took place in majority white schools. It is likely, therefore, that the preservice teachers lacked the experiential framework to make realistic judgments about their level of comfort. It is difficult, however, to cite inexperience as the sole reason for the contradictions observed between the high levels of comfort indicated on the questionnaires and in subjects' writings and remarks. If this were the case, we would expect to see more dramatic differences between responses to Questionnaire I (administered prior to the field experiences) and Questionnaire II (administered after the field experiences)

In journal entries and in discussion, students expressed a desire to treat all children "equally" and to become an effective teacher: "I strongly, strongly believe that every child in our country has an equal right to a good education--no matter what color, gender, social-economic background or disability they may have. . ." But a great deal of uncertainty about how to approach topics perceived to be sensitive, and a fear of offending someone also permeated student writings and conversation: "It seems like in this day and time you have to be so careful of things you do in the classroom, so that you do not offend anyone. Something that you would not consider offensive could really hurt someone else's feelings and really turn them off. . ."

The fear of offending someone was especially evident in the subjects in Section A. These preservice teachers had expressed a sincere interest in treating all students equally and confidence in their own abilities to transcend barriers of race and culture. When placed in a situation where most (or all) of their students were from cultural backgrounds that differed from their own, however, they found it difficult to put these beliefs into practice. Expressions of overwhelming doubt and frustration were common themes.

Some preservice teachers were reluctant to teach spirituals. Several students were concerned that a discussion about the historical origin of spirituals would be offensive to African-Americans: "Today we hit on a touchy subject in class, the African American culture. Teaching a song that deals with slavery would be uncomfortable for me, especially if there were African-Americans in my classroom. . ." There was even a disagreement between some students about the appropriate way to describe spirituals: "I really enjoyed the lesson because the theme was Negro spirituals. My partners were really uncomfortable by the names I used

to teach the songs. I'm sorry, but I refused to say "African-American" spirituals a thousand times. After all, they are referred to as "Black" or "Negro" folk songs. Anyway, once we got past the shock of how we would address the subject, everything went well. The kids really picked up on the musical ideas and it made the rote-conceptual teaching very easy. In a weird sort of way, I felt like I had my own black choir to sing any spiritual I desired. It was fun!"

Others expressed frustration that they couldn't understand the children because of their dialect: "I asked a little girl to tell me her name. When I still didn't understand after the third time, I just gave up because I didn't want to embarrass her." And for a few, the experience seemed to reinforce negative stereotypes (e.g., "I have found that blacks assume you don't like them." "It's terrible to say, but sometimes I felt like they were all going to grow up and join a gang. I have never seen kids fight like they did." "I am not near as into multiculturalism, however. It's not that I am racist or anything. . . I don't believe that it is necessary, though, to teach about many other cultures and countries just to do it. We live in America and it is much more important to learn about OUR country. [and, the same student in a later journal entry] I feel that our discussion in class today was worthwhile. I do not feel like that is something I am or will be struggling with in my teaching. I feel pretty comfortable talking about, teaching, and dealing with racial issues. . . I have to be honest, though, and say that in many ways I am prejudiced. I do not believe that white people are to blame for all or any of the blacks' problems. . . I get very upset when black people blame white people for their problems. . .").

Since most of these preservice teachers had been part of the majority culture throughout their own educational experiences, it is not surprising that some of them may have experienced frustration in feeling like a minority (perhaps for the first time in their lives): "Today was my first day in the classroom in Mrs. ____'s 4th grade. I was surprised to find out that ALL of the children were African-American children. I did not mind it, but I must admit, it was different. I found out in a hurry that this was a bad group of students and that they would be tough to handle. I also found out that they LOVED to sing!" [Note: Words represented in all upper case letters are reproduced as subjects wrote them. Apparently, the students felt compelled to emphasize those particular words.]

Despite these problems, however, it is important to note that all subjects had positive comments about their field experiences. Even though some subjects may not have been equipped to deal with everything that they encountered during their field experiences, their journal entries indicate that they did value the exposure and that the experiences stimulated a great deal of thought about important issues--issues that some preservice teachers had not encountered before these field experiences. "I am glad we discussed teaching subjects that may cause controversy in the classroom. There are some things that may offend people at first, but they still need to be discussed." "I really think we had a very important discussion in class today. Whether we like it or not, race is a very big issue in our society. Teachers have to be very careful not to offend anyone. I know that I will be teaching people of all races, religions, and economic backgrounds. . ."

Journal entries and notes from discussions indicate that both groups were stimulated by the guest speakers. (Interesting to note that journal entries indicate that the African-American

female speaker was generally regarded as a representative of her race--descriptions such as "African-American" or "Black" figured prominently in preservice teachers' recollections of her seminar, while the African-American male speaker was regarded as somewhat of a novelty because of his gender--race was rarely mentioned in journal entries describing his seminar, but the fact that this *man* was an elementary music teacher generated much interest: ". . . his students are lucky to have such a positive male role model." "He talked to us about being a male teacher, not only a male teacher, but a male music teacher." "It does look a little odd with a man standing up there." "Kids really love it when a man walks into the classroom."

Student reactions to their experiences in this music methods course can be compared to Paine's (1990) levels of orientation toward diversity: the *individual differences orientation*, in which all students are perceived as having equal opportunities to succeed and problems are attributed to the individual student; the *categorical differences orientation*, in which it is acknowledged that some differences in student performance may be attributed to student membership in demographic categories; *the contextual differences orientation*, in which differences are attributed to contextual factors that are outside the student's control; and the *pedagogical differences* orientation in which observed student differences are attributed to socially constructed differences among children and the pedagogical implications of those differences are acknowledged. At the beginning of the course, most of these preservice teachers were in an individual differences orientation, expressing great confidence in their ability to be "fair" and to treat all students "equally," and believing that the classroom is a "colorblind" place where all children have an equal opportunity to succeed. Thrust into the

uncomfortable (for most) reality of being a minority teacher, however, forced the preservice teachers to consider the cultural social factors in operation within the classroom.

Race was one of the main themes that emerged when subjects shared their reasons for feeling anxious, but it was not the only factor. Socio-economic status also was perceived as a barrier to understanding and effective communication between the preservice teachers and their students. For example, the two black preservice teachers in Section A also expressed some discomfort in their laboratory classroom. This discomfort was not because of racial differences, but because of socio-economic and cultural differences: "[the experience] made me aware of many things that I had no idea about."

Written and oral statements recorded at the end of the course indicated that most subjects were moving toward a *categorical differences orientation*, and, in some cases, a more *contextual differences orientation* was evident. Working within a quarter system, however, imposed very limited time restrictions. When the course ended, most students were just beginning to reflect on these important issues. Additional follow-up data would help determine whether these experiences served to stimulate even more sophisticated thinking with the passage of time.

Special training can enhance knowledge and awareness, but it is evident that preservice teachers need extensive experiences and guidance to be able to apply what they have learned in the field, particularly when they are confronted with people and situations that differ from their own experiential framework. Certainly, one lesson a week for six weeks does not constitute a comprehensive, extensive field experience.

Even with the limitations described above, is apparent that the experiences provided within this course served as a catalyst for much disequilibrium among these preservice teachers, with the strongest reactions observed among subjects in Section A. Results of this study support previous findings which suggest that preservice teachers are likely to have unrealistic, idealized views of what teaching will be like. Frank discussion about sensitive issues provided an impetus for many of the preservice teachers in this study to begin to examine (and in some cases, reexamine) their views about teaching in a diverse society. The most profound and thought-provoking component, however, was a laboratory teaching experience which afforded preservice teachers an opportunity to test their beliefs about themselves. Hopefully, as least for some of the subjects, these experiences will mark the beginning of reflection and ultimate insight about the complex interactions that go on in the classroom.

As teacher educators, our goal is to help preservice teachers prepare to be effective teachers in the "real world." In order to understand which experiences have real impact for preservice teachers, it is important to trace teacher development over time. More comprehensive studies which follow preservice teachers from their methods courses through their first few years of teaching are needed to provide insight about the types of activities that are most effective in preparing teachers for a diverse society.

References

Avery, P. G. & Walker, C. (1993). Prospective teachers' perceptions of ethnic and gender differences in academic achievement. *Journal of Teacher Education, 14*(1), 12-37.

Barry, N. H., & Lechner, J. V. (1994). Preservice teachers' attitudes about and awareness of multicultural teaching and learning. *Teaching and Teacher Education*, 10(2), 149-161.

Garcia, J., & Pugh, S. L. (1992). Multicultural education in teacher preparation programs: A political or an educational concept? *Phi Delta Kappan, 74*, 214-219.

Ginsburg, M. B. (1988). *Contradictions in teacher education and society: A critical analysis*. London: The Falmer Press.

Larke, P. J. (1990). Cultural diversity awareness inventory: Assessing the sensitivity of preservice teachers. *Action in Teacher Education, XII*(3), 23-30.

Lechner, J. V., & Barry, N. H. (1994). Multicultural education through art, literature, and music: A study of preservice teachers' perceptions of appropriate materials and methods. Paper presented at the Annual Conference of the American Educational Research Association, New Orleans, LA, April 4 - 8, 1994.

Many, F. N., & Reeves-Kazelskis, C. (1992). Preservice teachers' perceptions of multicultural concepts. Paper presented at the Twenty-First Annual Conference of the Mid-South Educational Research Association, Knoxville, TN, Nov. 10-13, 1992.

McDiarmid, G. W. (1992). What to do about differences? A study of multicultural education for teacher trainees in the Los Angeles Unified School District. *Journal of Teacher Education, 43*(2), 83-93.

Moore, T. L., & Reeves-Kazelskis, C. (1992). Effects of formal instruction on preservice teachers' beliefs about multicultural education. Paper presented at the Twenty-First Annual Conference of the Mid-south Educational Research Association, Knoxville, TN, Nov. 10-13, 1992.

Moultry, M. (1988). Senior education students attitudes about multicultural education. In C. Heid (ed.) *Multicultural Education: Knowledge and Perceptions*. Bloomington, IN: Indiana University.

Paine, L. (1990). Orientation towards diversity: What do prospective teachers bring? (Research report 89-9). East Lansing, MI: National Center for Research on Teacher Education.

Ross, D. D., & Smith, W. (1992). Understanding preservice teachers' perspectives on diversity. *Journal of Teacher Education, 43*(2), 94-103.

Saravia-Shore, M., & Arvizu, S. F. (Eds.) (1992). *Cross-cultural literacy: Ethnographies of communication in multiethnic classrooms*. New York: Garland.

Wayson, W. W. (1988). Multicultural education in the college of education: Are future teachers prepared? In C. Heid (Ed.) *Multicultural Education: Knowledge and Perceptions*. Bloomington, IN: Indiana University.

Weinstein, C. S. (1988). Preservice teachers' expectations about the first year of teaching. *Teaching and Teacher Education, 4*, 31-40

Table 1

Response Frequencies for Items 1 - 25 for Questionnare I (Administered Before Experiences) and Questionnaire II (Administered After Experiences)

Item	5 I	5 II	4 I	4 II	3 I	3 II	2 I	2 II	1 I	1 II
1 Teaching about customs from cultures other than my own.	8	20	21	18	15	7	1	0	0	0
2 Teaching about religious beliefs other than my own.	4	5	12	18	16	19	11	2	1	1
3 Discussing controversial issues about race relations with people of my own race.	13	15	20	23	10	5	2	1	0	1
4 Discussing controversial issues about race relations with people of a race different from mine.	6	7	17	17	16	14	5	6	1	1
5. Teaching a unit on Black History.	17	25	19	13	8	6	0	0	1	1
6 Teaching children who are not native speakers of English.	5	5	19	17	17	16	4	6	0	0
7 Teaching a song in Spanish.	7	13	16	9	9	14	10	6	3	3
8 Teaching an African-American spiritual.	7	22	21	16	7	7	8	0	1	0
9 Teaching an authentic American Indian song.	12	24	23	12	8	8	2	1	0	0
10 Teaching a unit on Black History to a group of African-American students.	11	14	14	21	16	6	3	3	1	1
11. Dealing with a child who says "You can't understand me because we are not the same race."	5	5	16	19	19	15	3	5	2	1
12 Being accused of having racial prejudice	1	5	8	5	11	10	14	17	11	8
13 Disciplining children of my own race.	19	24	23	19	3	2	0	0	0	0
14 Disciplining children of a race different from mine.	17	24	25	19	3	2	0	0	0	0
15 Treating all children in my class fairly	36	37	9	8	0	0	0	0	0	0
16 Asking a teacher of a different race for advice about how to deal with children of her race.	10	21	16	13	12	9	6	_	1	0
17 Inviting a minority person from the community to be a guest speaker in my classroom.	31	32	10	11	3	2	1	0	0	0
18 Talking to parents of my own race on the phone.	30	30	14	13	1	2	0	0	0	0
19 Talking to parents of a different race on the phone	27	25	17	17	1	2	0	1	0	0
20 Visiting parents of my own race in their home.	23	22	18	14	2	7	2	1	0	0
21 Visiting parents of a different race in their home	18	16	20	19	4	8	3	2	0	0
22 Working with other teachers whose race differs from mine	34	31	10	11	1	2	0	1	0	0
23. Working in a school where I am a minority	6	9	16	18	18	10	5	8	0	0
24 Selecting appropriate books about people of different races.	20	23	18	16	5	5	2	1	0	0
25 Working for a principal whose race differs from mine	21	23	21	18	3	2	0	2	0	0

Table 2

Paired T-Tests Comparing Item Responses to Questionnaire 1 with Questionnaire 2 for Combined Groups

$N = 45$

Item	Item Mean Questionnaire 1	Item Mean Questionnaire 2	Std Dev	Std Er	t Value	DF	2-Tail Prob.
1	3.80	4.29	.895	.133	3.66	44	.001*
2	3.16	3.55	1.146	.173	-2.24	43	.031*
3	3.98	4.11	.815	.121	-1.10	44	.278
4	3.49	3.51	1.033	154	- .14	44	.886
5	4.13	4.36	.850	.127	-1.75	44	.086
6	3.55	3.48	.998	.150	.45	43	.653
7	3.31	3.51	.968	.144	-1.39	44	.173
8	3.57	4.34	.985	.149	-5.20	43	.000*
9	4.00	4.31	.900	.134	-2.32	44	.025*
10	3.69	3.98	.869	.130	-2.23	44	.031*
11	3.42	3.49	.915	.136	- .49	44	.627
12	2.42	2.60	1.267	.189	- .94	44	.352
13	4.36	4.49	.726	.108	-1.23	44	.225
14	4.31	4.49	.716	.107	-1.66	44	.103
15	4.80	4.82	.452	.067	- .33	44	.743
16	3.62	4.18	.967	144	-3.86	44	.000*
17	4.58	4.67	.596	089	-1.00	44	.323
18	4.64	4.62	452	.067	.33	44	.743
19	4.58	4.47	.647	097	1.15	44	256
20	4.36	4.30	789	119	57	43	.570
21	4.18	4.09	900	134	.66	44	.511
22	4.73	4.60	505	075	1.77	44	.083
23	3.51	3.62	804	.120	- 93	44	.359
24	4.24	4.36	.859	128	- .87	44	.390
25	4.40	4.37	.621	.093	.24	44	.811

*Significant at $p < .05$

Table 3

Paired T Tests Comparing Item Responses to Questionnaire 1 with Questionnaire 2 for Section A

N = 25

Item	Item Mean Questionnaire 1	Item Mean Questionnaire 2	Std Dev	Std Er	t Value	DF	2-Tail Prob.
1	3.72	4.36	.810	.162	-3.95	24	.001*
2	3.08	3.46	1.313	.268	-1.40	23	.175
3	4.24	4.16	.812	.506	.49	24	.627
4	3.76	3.68	1.222	.244	.33	24	.746
5	4.28	4.40	.927	.185	- .65	24	.524
6	3.64	3.28	.907	.181	1.98	24	.059
7	3.36	3.52	1.068	.214	- .75	24	.461
8	3.63	4.63	1.022	.209	-4.80	23	.000*
9	4.12	4.36	1.012	.202	-1.19	24	.247
10	3.84	4.24	1.041	.208	-1.92	24	.067
11	3.36	3.52	.943	.189	- .85	24	.405
12	2.48	2.68	1.414	.283	.71	24	.486
13	4.40	4.44	.790	.158	- .25	24	.802
14	4.32	4.44	.781	.156	- .77	24	.450
15	4.72	4.76	.539	.108	- .37	24	.714
16	3.56	4.12	1.003	.201	2.79	24	.010*
17	4.56	4.64	.702	.140	- .57	24	.574
18	4.68	4.64	.455	.091	.44	24	.664
19	4.68	4.48	.577	.115	1.73	24	.096
20	4.44	4.44	.764	.153	.00	24	1.00
21	4.20	4.16	.935	.187	.21	24	.832
22	4.76	4.52	.663	.133	1.81	24	.083
23	3.68	3.60	.909	.182	.44	24	.664
24	4.28	4.36	.759	.152	- .53	24	.603
25	4.48	4.28	.707	.141	1.41	24	.170

*Significant at $p < .05$

Table 4

Paired T-Tests Comparing Item Responses to Questionnaire 1 with Questionnaire 2 for Section B

$N = 20$

Item	Item Mean Questionnaire 1	Item Mean Questionnaire 2	Std Dev	Std Er	t Value	DF	2-Tail Prob.
1	3.90	4.20	.979	.219	-1.37	19	.186
2	3.25	3.65	.940	.210	-1.90	19	.072
3	3.65	4.05	.754	.610	-2.37	19	.028*
4	3.15	3.30	.745	.167	-.90	19	.379
5	3.95	4.30	.745	.167	-2.10	19	.049*
6	3.42	3.73	1.003	.230	-1.37	18	.187
7	3.25	3.50	.851	.190	-1.31	19	.204
8	3.50	4.00	.889	.199	-2.52	19	.021*
9	3.85	4.25	.754	169	-2.37	19	.028*
10	3.50	3.65	587	131	-1.14	19	267
11	3.50	3.45	.887	198	.25	19	.804
12	2.35	2.50	1.089	.244	.62	19	.545
13	4.30	4.55	.639	143	-1.75	19	.096
14	4.30	4.55	.639	143	-1.75	19	.096
15	4.90	4.90	.324	.073	.00	19	1.00
16	3.70	4.25	945	.211	-2.60	19	.017*
17	4.60	4.70	447	100	-1.00	19	.330
18	4.60	4.60	459	103	00	19	1.00
19	4.45	4.45	725	.162	00	19	1.00
20	4.26	4.11	834	191	.83	18	.420
21	4.15	4.00	875	196	[illegible]	19	.453
22	4.70	4.70	000	000	00	19	1.00
23	3.30	3.65	[illegible]	.131	-2.67	19	.015*
24	4.20	4.35	.988	221	-.68	19	.505
25	4.30	4.50	410	092	2.18	19	.042*

*Significant at $p < .05$